

CHAPTER I

INTRODUCTION

This chapter introduces the basic information of the topic. It provides background of the study, research questions, purpose of the study, scope of the study, and significances of the study.

1.1. Background of the Study

As a global language, English is more popular than other foreign languages. The government thought that the result of teaching English might be better if it starts earlier. That's why the government of Indonesia made a compulsory to teach English in primary school besides the national and local languages. As stated in the Decree of Ministry of Education and Culture (No. 060/U/ 1993) states that English can be introduced to the fourth grade students of primary school.

In addition, The Decree of Ministry of Education and Culture (R.I. /No. 0487/4/1992, Chapter VIII) states that the primary school can add some extra lessons in its curriculum so long as they are not contradictory to the objectives of the National Education. The policy to learn English starting from primary school was issued in 1992. Nevertheless, English began to be introduced in primary school in 1994 at the fourth grade.

Nowadays some primary school teachers in certain provinces in Indonesia have taught English to the first Grade students. However, some research findings

(Kasihani, 2002, p. 166) show that the implementation of English subject in the primary school is still far from expectation and has not been properly done. The problems are the government did not give a clear guideline on the criteria of materials for young learners.

In addition, children who learn English as a foreign language in Indonesian primary school have problems in English learning materials. Many English learning materials were lack of communicative tasks or activities as in real life situation (Musthafa, 2003 in Sukrianto: p. 17). Moreover, the English teachers at primary schools mostly are not English teachers in terms of their major. The syllabus used by the school was developed regionally so that the teaching activities among primary schools were different from one another. The students may have difficulties to do the test made by the government because the test could be different from the materials taught.

It can make the students be reluctant in learning if the materials are not suitable for them. That's a reason why the teachers must give appropriate English learning materials that suitable for the students' characteristics in learning by meeting the needs to achieve the Basic Competence. In this case, the writer would like to identify English learning materials taught to the first grade students at SDN RSBI Rawamangun 12 Pagi and analyze whether they were relevant to the Basic Competences for the first grade of primary school.

1.2. Research Questions

From that explanation, some problems are identified as follow:

- What kinds of English learning materials were taught to the first grade of primary school students at SDN RSBI Rawamangun 12 Pagi Jakarta?
- Were the English learning materials relevant to the Basic Competences for primary school Grade 1?

1.3. Purposes of Study

This study aims at identifying English learning materials taught for primary school students and analyzing whether they were relevant to the Basic competences for the first grade of primary school.

1.4. Scope of the Study

This study only focuses on English learning materials for the first grade of primary school students at SDN RSBI Rawamangun 12 Pagi Jakarta.

1.5. Significances of the Study

1.5.1. Theoretical Benefit

1.5.1.1 Teacher and school

The writer expects that the result of this study can make the teacher and school aware that the materials must be relevant to the Basic Competences and give a view of relevant English learning materials to the Basic Competences for the first grade of primary school. The writer also hopes that this study can give a reference for English Department students who want to investigate the same area but have not yet discussed in this study.

1.5.2. Practical Benefit

1.5.2.1. Teacher

This study can provide an alternative English learning materials that teacher can use in the classroom.

1.5.2.2. Students

The students are encouraged and motivated to learn English, since the English learning materials can meet their needs.